**Lesson Plans for Mrs. Hanlon’s Class**

**Monday February 13, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Lesson 6- Food Preparation & Safety**

## **Objective:** Students will develop a plan for at home that keeps their family healthy by following procedures for healthy food preparation and storage.

**Materials:** Student textbook pages 102-106

* Teacher Manual p. 102-106
* Activity book “Quick Study Ch. 3”
* Safari Montage
* Smart Board Lessons on each system

**Procedure**

1. Anticipatory Set: Have students write down the steps they would use to make chicken stir fry, with fresh chicken and veggies.
2. Read pages 102-106
3. Activity book “Quick Study” for Lesson 6

**Homework:** Have students take their recipe that they are putting in the class cook book and writing down what they need to keep to make sure it is prepared safely.

**Assessment:** Homework and proper procedures to prepare family recipe.

**9:00 Gym**

**9:00-9:30 English**

**Lesson 7: Abbreviations**

**Objective:** Students will write and punctuate abbreviations correctly.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Complete the one minute warm-up on page 196.
2. Generate a list of all the words that we abbreviate.
3. Read and complete pages 196-197 as a whole class.
4. Students will independently complete worksheet 7

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**9:30-10:00 Spelling**

**Objective**: Students will be able to increase their spelling skills by identifying the spelling of words with –ed and –ing word endings.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 4: Person to Person

1. **Anticipatory Set:** Introduce word endings using teacher’s manual page 313E-F.
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages 44-46 in their workbook.
4. Cut out their spelling list on put it in the take-home folder.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:30-11:45 Reading**

**Objective**: Students will be able to show the ability to compare and contrast elements in the story. Students will also be able to use the comprehension skill of questioning to strengthen their comprehension.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 4: Person to Person

1. **Anticipatory Set:** Talk to the class about the relationship that they have with their siblings.
2. Read the “Teacher Read aloud” to students found from pages 391CC-391DD. Have students ask the class questions. Use the guiding comprehension questions for teacher lead discussion.
3. Build student vocabulary by studying pages 392-393 with students. (Optional: Complete Wordbook page 38)
4. Listen to the story on CD. Story is found on pages 394-407.
5. Discuss questions on page 408 as a whole class.
6. Students will begin completing pages 39: Graphic Organizer: Venn Diagram and page 40: Comprehension Check.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to learn to solve multiplication equations.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day 9.4
2. Go over yesterday’s test
3. Use the interactive chalkboard to guide lesson 9.4
4. Allow students work time on Homework, 9.4 Worksheet

**Assignment:** Worksheet 9.4

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will demonstrate knowledge of a specific kingdom.

**Resources:** Teacher Manual P. A24-29Student Book p.A24-29, Worksheets: Transparencies:

**Activities:**

1. Review kingdoms through group discussion
2. Students will be broken into pairs. Each pair will be assigned a specific kingdom.
3. Partners will design a poster depicting information on their assigned kingdom.
4. Posters must include characteristics, examples, and pictures.

**Assignment:** none

**Assessment:** Informal assessment as students complete poster

**2:00 Recess**

**2:15-2:55 Repeat lesson with Homeroom class.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday February 14, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Health**

## **Objective:** Performance will be satisfactory when the learner can express good nutrition and food preparation

**Materials:** Student textbook page 1018-109

* Teacher Manual p. 108-109
* Safari Montage
* Smart Board Lessons on each system

**Review**

1. Students will complete the chapter review on page 108-109.

**Homework:** review

**Assessment:** Teacher observations

**9:00-9:30 English**

**Lesson 8: Titles**

**Objective:** Students will write and proofread books, titles, movies, newspapers, magazines, and poem titles.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Complete the one minute warm-up on page 198.
2. Read and complete pages 198-199 as a whole class.
3. Students will independently complete worksheet 8

**Assessment:** Teacher observations and worksheet 8

**Homework:** None

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**9:30-10:00 Writing**

**Objective:** Students will prewriting their personal essay.

**Materials:** Personal Essay Prewriting worksheet.

**Activities:**

1. Share with students major life stories big and small.
2. Hit home, the small events that we write about well make the biggest impact.
3. Allow students to generate a list of events in their life.

**Assessment:** Teacher observations and complete a list of events from their life.

**Assessment:** Complete life list. **Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-11:00 Computer Lab**

**Objective:** Students will complete their final story and begin their digit photo story

**Materials:** Story packet.

**Procedure:**

1. Demonstrate how to use “Microsoft Photo Story”
2. Allow students independent work time.

**Assessment:** Teacher observations and final photo story

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to compare and contrast elements in the story. Students will also be able to use the comprehension skill of questioning to strengthen their comprehension.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 4: Person to Person

**Activities**:

1. **Anticipatory Set:** Find China on a map and talk about the things that they would most like to see if they had the opportunity to visit.
2. Review the story by discussing workbook pages 39-40. Discuss the Venn Diagram helps with the comprehension skill of comparing and contrasting. (Teacher’s manual page 413A-413B)
3. Also, use Teacher’s Manual page 413A-413B to help students fill in the Venn Diagram on page 42. Read page 41 to students before completing 42 as a whole class.
4. Teacher’s Manual pages 413C to show students how the word endings *–ed* and --*ing* affect the meaning of a word. Complete workbook page 43.
5. Improve student vocabulary by completing workbook page 47. Use teacher’s manual page 413G.
6. Review with student’s interjections and quotations by completing pages 49-51 as a whole class. Use teacher’s manual page 413I-413J.
7. Have students take the “Yang the Second” comprehension quiz.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:50-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to learn to solve multiplication equations.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems
3. Discuss pages 350-351 using counters to demonstrate.
4. Allow students work time on p 352-353 #13-43 odds

**Assignment:** Page 352-353 #13-43 odds

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will demonstrate knowledge of a specific kingdom.

**Resources:** Teacher Manual P. A24-29Student Book p.A24-29, Worksheets: Transparencies:

**Activities:**

1. Review kingdoms through group discussion
2. Students will be broken into pairs. Each pair will be assigned a specific kingdom.
3. Partners will design a poster depicting information on their assigned kingdom.
4. Posters must include characteristics, examples, and pictures.

**Assignment:** none

**Assessment:** Informal assessment as students complete poster

**2:00 Recess**

**2:15-2:55 Repeat Lesson with homeroom**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday February 15, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Chapter 5: Review**

**Objective:** Students will review nouns by completing the Chapter 5 Review

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Have each students take a lesson to re-explain to the whole class.
2. Students will independently complete page 201-202
3. Correct as a whole class.

**Assessment:** Teacher observations and completed review

**Homework:** Review

**Writing-Journal Writing English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-10:45 Teacher Read aloud and snack**

**10:30-11:00 WrIting**

**Objective:** Students will prewriting their personal essay.

**Materials:** Personal Essay Prewriting worksheet.

**Activities:**

1. Students will informally share their life of events on their list.
2. Have students make a web describing the day that the event 1st happened.

**Assessment:** Teacher observations and complete d web

**Assessment:** Complete setting web.

**Homework:** Complete unfinished work from lesson.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to compare and contrast elements in the story. Students will also be able to use the comprehension skill of questioning to strengthen their comprehension.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 4: Person to Person

* Leveled Readers:
  + Trevor form Trinidad

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teacher’s will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to learn to solve multiplication equations.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day 9.5
2. Go over yesterday’s homework.
3. Use the interactive chalkboard to guide lesson 9.5
4. Allow students work time on Homework, 9.5 Worksheet

**Assignment:** Worksheet 9.5

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will demonstrate knowledge of a specific kingdom.

**Resources:** worsheets that accompany each kingdom

**Activities:**

1. Have groups present their poster’s about each kingdom
2. Complete the handout that accompany that kingdom.

**Assignment:** worksheet from that kingdom

**Assessment:** Informal assessment as students complete poster

**2:00 Recess**

**2:15-2:55 Repeat lesson with Homeroom class.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday February 16, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:30 Observation with Mr. Jilling. See formal lesson plan.**

**9:15-10:00 LMC—with0ut mrs. dickenson-**

**10:00-10:10 Teacher Read aloud and snack**

**10:10-10:30 english**

**Chapter 5: Review**

**Objective:** Students will review nouns by completing the Chapter 5 Review

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Have each students take a lesson to re-explain to the whole class.
2. Students will independently complete Chapter 5 Review packet
3. Correct as a whole class.

**Assessment:** Teacher observations and completed review

**Homework:** Review

**10:20-10:45 Health**

## **Chapter 3 Review**

## **Objective:** Performance will be satisfactory when the learner can express good nutrition and food preparation

**Materials:** Student textbook page 1018-109

* Teacher Manual p. 108-109
* Safari Montage
* Smart Board Lessons on each system

**Review**

1. Correct chapter review on page 108-109.
2. Correct quick study
3. Play baseball to review for test

**Homework:** review

**Assessment:** Teacher observations

**10:45-11:00 Writing**

**Objective:** Students will prewriting their personal essay.

**Materials:** Personal Essay Prewriting worksheet.

**Activities:**

1. Students will share their setting web with a partner.
2. Students will then paint a picture of the event by creating an opening paragraph to their personal narrative. They are not allowed to tell exactly what happened, but leave the reader ‘on the edge of their seat’

**Assessment:** Teacher observations and complete a list of events from their life.

**Assessment:** Complete life list.

**Homework:** Complete unfinished work from lesson.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to compare and contrast elements in the story. Students will also be able to use the comprehension skill of questioning to strengthen their comprehension.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 4: Person to Person

* Leveled Readers:
  + Trevor form Trinidad

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teacher’s will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:50-12:30 Lunch and Recess**

**12:30—1:20 Math**

**Objective:** For students to learn to solve multiplication equations.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Page 358-359-Problem solving strategy—write an equation.
2. Correct homework and discuss any problems
3. Discuss pages 355-356, counters to demonstrate.
4. Allow students work time on p. 357 #8-35 odds

**Assignment:** Page p. 357 #8-35 odds

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will demonstrate knowledge of a specific kingdom.

**Resources:** worsheets that accompany each kingdom

**Activities:**

1. Have groups present their poster’s about each kingdom
2. Complete the handout that accompany that kingdom.

**Assignment:** worksheet from that kingdom

**Assessment:** Informal assessment as students complete poster

**2:00 Recess**

**2:15-2:55 Repeat lesson with Homeroom class.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Friday February 17, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Music**

**9:00-9:30 Gym**

**9:30-9:45 Snack and Teacher Read aloud**

**9:45-10:15 Spelling Test and Spello**

**10:15-10:30 English**

**Chapter 5: Test**

**Objective:** Assess student understanding of Chapter 5.

**Materials:** Houghton Mifflin: English

**Activities:**

1. Briefly explain the test to students.
2. Have students to the Chapter 5 Test.

**Assessment:** Teacher observations and test

**Homework:** None

**10:30-10:45 Health**

## **Chapter 3Test**

## **Objective:** Performance will be satisfactory when the learner can express good nutrition and food preparation

**Materials:** Chapter 3 Test

**Test**

1. Students will complete the Chapter 3 Test.

**Homework:** None

**Assessment:** Chapter 3 test

**10:45-11:00 Writing**

**Objective:** Students will prewriting their personal essay.

**Materials:** Personal Essay Prewriting worksheet.

**Activities:**

1. Students will share their opening paragraphs.
2. Students will then decide what lesson they would like the reader to learn from their situation. That will be their closing paragraph. Attempt to develop a portion of their conclusion.

**Assessment:** Teacher observations and complete a list of events from their life.

**Assessment:** Complete life list.

**Homework:** Complete unfinished work from lesson.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to compare and contrast elements in the story. Students will also be able to use the comprehension skill of questioning to strengthen their comprehension.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 4: Person to Person

* Leveled Readers:
  + Trevor form Trinidad
  + The Bicentennial Gifts
  + Wait Until Next Year

**Activities**:

1. **Anticipatory Set:** **Anticipatory Set:** Share “Making Connections” on teacher’s manual page 391BB that students wrote on Wednesday.
2. Meet with any other groups that are needed. Students that are not meeting in the small group can either choose another reader or work on the challenge activity.
3. Allow for students to take the Week 3 Weekly Skills Test

**Assessment**:Weekly Skills Test

**Assignment**: Independent Reading

**11:50-12:50 Lunch & Recess**

**12:30-1:20 Math**

**Objective:** For students to create a function machine

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Start with “Conjunction Function”
2. Go over yesterday’s homework
3. Complete 9.6a Function machines.
4. Students should choose a function to do from a-f.
5. Allow students work time on Homework, “Writing Math” on page 361.

**Assignment:** “Writing Math” on page 361.

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will begin to discriminate between vertebrates and invertebrates.

**Resources:** eye witness videos

**Activities:**

1. Complete Vertebrates/Invertebrates Worksheets.
2. Watch video on invertebrates.

**Assignment:** none

**Assessment:** completed worksheet

**2:00 Recess**

**2:15-2:55 Repeat lesson with Homeroom class.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.